



THE EDIBLE
SCHOOLYARD
PROJECT



INTRODUCTION TO FINAL PROJECT

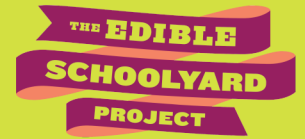


Summary: In this lesson, students are introduced to the components of their final inquiry project. The final project consists of a packet of activities in which students reflect on their feelings and hopes around organic and prepare to take action towards a topic that they feel passionate about. Throughout the curriculum, students learned about organic practices, considered various perspectives on organic, and interrogated their own relationships to food and land. Now they have the opportunity to synthesize that learning and think through what it would mean to take action. Meaningful action requires deep reflection, a connection to self and community, and evaluation of resources, skills, and needs. The final project provides students with the opportunity to prepare for meaningful action around organic.

Time: 30 minutes to two weeks. The introduction to the final inquiry project should take no longer than 30 minutes. However, the project requires students to do independent research. This can be done either in class or on their own.



INTRODUCTION TO FINAL PROJECT



Teacher Notes:

- The final project packet is meant to prepare students to take critical action on a topic that is meaningful to them. As the teacher, you might use this lesson as a jumping-off point for social action projects in your classroom. See our [Social Action Project](#) guide for ideas and inspiration.
- The last page of the final project packet includes a one-page response that synthesizes a student's topic of choice, why they chose the topic, and what action they could take. If you want to incorporate a more formalized writing project to meet ELA Common Core Standards, you could have students submit a final one-page essay that answers the prompt provided on the last page of the packet. Use the rubric (on page 4 and 5) to evaluate student essays.
- Depending on your class, you might have students complete the workbook independently, or in a more structured manner in class with specified research time and homework assignments.
- This lesson is part of Edible Schoolyard Project's [Understanding Organic](#) curriculum and is the tenth lesson in the “core lessons” of the curriculum.



INTRODUCTION TO FINAL PROJECT

READ: For your final inquiry project, you will use what you have learned about organic to choose a topic or issue that feels meaningful to you and your community. You will research the issue further, practicing your [Strategies for Reading Texts](#), and begin to consider the critical actions you might take around a topic of your choosing.

DISCUSS: Before beginning your final inquiry project, reflect on your learnings and ideas about organic by creating a class word map. Write the word Organic in the middle of the board or on a sheet of chart paper. Then, think of words, phrases, and questions that relate to organic. Draw lines to connect related concepts. Use the ideas and knowledge from the previous lessons to think about the many aspects and topics of organic.

Look at the word map and think about which topics or ideas are important, inspiring, or in need of change. You might choose one of those topics or ideas to research and reflect on in your final inquiry project.

The following sections summarize the worksheet activities in the [Final Project Workbook](#). Before getting started, read through the summaries of the workbook sections, and ask any questions or concerns that you have. Then, work through the pages of the workbook individually or together, depending on how your class decided to complete the project.

Get Inspired: Page 2.

DO: Think of a place that inspires you. Go to that place and find somewhere you can sit and reflect. Take notes or draw in your final packet about your surroundings, and your thoughts, feelings, and ideas that come up about organic and food justice. Let your mind take you where it wants to go!

What Roots You? Page 3.

WRITE: Reflect on your hopes and roots in your final packet. Write your hopes for organic and food justice in the leaves of the plant. Then, write about the roots of your hopes for organic and food justice on the roots of the plants. What inspires and grounds you when you think about organic and food justice? Think about your passions, values, motivations, and inspiration—why do organic and food justice matter to you?

Selecting A Topic: Page 4.

READ: Look back at your Circles of Connections worksheet(s) that you have been working on throughout the unit to revisit your hopes for yourself, your community, and society at large around organic and food justice. Which topics feel the most important or inspiring to you?

In your final packet, write down a list of 3-4 issues or topics that you feel very invested in, and why each of them is important to you. You might choose problems or issues that you want to change or influence, or you might focus on something that inspires or excites you that you want to promote or support.

Finding and Evaluating Sources: Page 5.

WRITE: Look at your list of topics and circle one that you would like to focus on. Fill out the K section of the KWL chart about the issue, based on your prior knowledge and anything you might have learned during the previous lessons. Then write what you want to know about the issue in the W section of the chart in your final packet.

DO: Research the topic on your own to learn more about it and the people taking action on that topic.

1. You will likely find several sources that discuss your topic. Use your Strategies for Reading Texts worksheet to evaluate your sources.
 - Notice where the authors make claims and check to see what sort of evidence, they use to back up their claims. Look through the sources and find one that you feel is particularly trustworthy.
 - For your chosen source, fill out the [Says Who? Chart](#) to think critically about your reactions to the source and the author's potential biases or influences.
2. As you read the source, fill out the L section of the KWL chart with new learnings. Here are some questions you might consider as you read:
 - What new information is the source presenting about your topic?
 - Who is taking action around your topic?
 - In what ways have various actions helped in creating solutions?

Discussing Your Topic: Page 6.

TALK: Have a discussion with someone of your choosing (e.g: friend, family member, an expert in the field, community member) about your topic. You can decide what you want out of the conversation. You may want to share what you've learned about the issue or maybe you want to think through your values and beliefs about the issue together. Maybe you are hoping to find out what they know and think about the issue based on their life experiences. Develop a list of questions that you'd like to ask them. In the conversation, feel free to use the questions you brainstormed, or improvise and see where the conversation goes.

Topic Circle of Connections: Page 7.

WRITE: Synthesize what you have learned about your topic and draw connections to yourself, your communities, and society by filling out a new [Circles of Connection](#) worksheet. Write the issue you chose in the space outside the circles. Then answer the question: *What changes around this topic do you want to see on a personal, community, and societal level?*

Taking Stock of Your Tools: Page 8.

THINK: Before taking action, it is helpful to think of the skills, resources, and people that can help us along the way. What abilities and knowledge do you bring to the table? Who do you know that could help you take action? What resources do you have that could help you? Write skills, resources, and people that could help you take action.

Topic Summary: Page 9.

SUMMARIZE: It's time to pull it all together! Look back at what you wrote in your final packet and write a one-page summary about the topic you would take action around. In your writing, include the following elements.

- A description of the topic or issue you chose to focus on.
- An explanation of what inspires you about the topic.
- At least one participatory or justice-oriented action you could take that addresses your topic.
- Reference the source you chose somewhere in your response.



FINAL PROJECT RUBRIC

Category	4—Exemplary	3—Accomplished	2—Developing	1—Beginning
Completion	Response includes a full page of thoughtful writing that answered the prompt question and includes all required elements.	Response includes a full page of thoughtful writing but is missing one or more required elements.	Response answers the prompt question but may be less than a page and is missing two or more required elements.	Response is missing two or more required elements and does not answer the prompt question.
Clarity	Ideas are easy to follow and understand.	Ideas are mostly easy to follow and understand.	Some ideas are easy to follow and understand.	Ideas are difficult to follow and understand.
Depth	Learner utilizes a number of critical analysis skills in their response, such as contextualizing, summarizing, comparing, and synthesizing.	Learner utilizes at least one critical analysis skill in their response, such as contextualizing, summarizing, comparing and synthesizing.	Learner shows some comfort with critical analysis skills.	Elements of critical analysis are missing from the response.



FINAL PROJECT RUBRIC

Category	4—Exemplary	3—Accomplished	2—Developing	1—Beginning
Evidence	Learner includes and integrates a thoughtfully selected source in their response to support their writing. Learner cites the source correctly, according to the citation style used in the classroom.	Learner includes a source that is thoughtfully selected in their response. However, sources may not be fully integrated in their response, or may not be cited correctly, according to the citation style used in the classroom.	Learner includes a source that is either thoughtfully selected, integrated in the response, or cited correctly according to the citation style used in the classroom.	Learner does not include a source.